DOCUMENT RESUME

ED 216 734 JC 820 232

AUTHOR Gordon, Helen Heightsman
TITLE Bakersfield College Telephone Survey of Metropolitan Bakersfield, March, 1982.
INSTITUTION Bakersfield Coll., Calif.
PUB DATE May 82
NOTE 51p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adults; Community Colleges; Community Surveys; Day Care; *Educational Attitudes; *Individual Characteristics; Information Sources; Needs Assessment; *Participant Satisfaction; *Publicity; Questionnaires; Scheduling; *Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS *California (Bakersfield)

ABSTRACT

In 1982, Bakersfield College (BC) conducted a telephone survey to assess the effectiveness of BC's promotional efforts, the community's perception of the quality of BC's courses and cultural events, the educational interests and needs of the community, and interest in expanded child care and innovative time frames for course offerings. Information was requested on demographic characteristics, income, educational level, length of time since last schooling, length of residence in the area, residence type, household size, previous attendance at BC, future educational plans and objectives, satisfaction with BC experiences, and awareness of and sources of information about BC. Findings based on interviews with 689 adults, included the following: (1) 97.3% of the respondents had heard of the college, and 51% had taken courses there; (2) 66.6% of those who had attended BC rated their experience as "very satisfactory"; (3) all types of promotion used by BC were effective in reaching at least some residents, but the preferred way to receive information about the college was through direct mailings; (4) there was substantial interest in expanded child care, especially among respondents in their 20s and 30s; and (5) respondents expressed a willingness to take courses and workshops at innovative times. The study report provides profiles of BC attenders and non-attenders and includes recommendations and the survey instrument. (KL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED216734

BAKERSFIELD COLLEGE TELEPHONE SURVEY OF METROPOLITAN BAKERSFIELD MARCH, 1982

by

Helen Heightsman Gordon

A report submitted to

Dr. Charles Carlson, Dean of General Education

Bakersfield College

1801 Panorama Dr.

Bakersfield, CA 93306

May, 1982

JC 820 232

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Helen H. Gordon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CONTENTS

Page

LIST OF TABLES ii

INTRODUCTION 1

PURPOSE OF THE SURVEY 2

PROCEDURES AND METHODOLOGY 2

CHARACTERISTICS OF THE RESPONDENTS 5

- Ethnic and Racial Percentages 5-6
- Gender 7
- Age Group 7-8
- Income Level 8-9
- Education Level 8-10
- Time Since Last Education 10-11
- Time Lived in Kern County 10-11
- Types of Residences. 12
- Number in Household 12-13

PROFILES OF THE RESPONDENTS 13-21

- Those who have attended Bakersfield College 13-17
- Those who have never attended Bakersfield College 17-21

ANALYSIS OF THE DATA

- Community Recognition, Participation, and Satisfaction . . 21-23
- Promotional Efforts' Effectiveness 23-25
- Interest in Innovations:
  - Child Care 26-27
  - Different Time Frames 27-28

CONCLUSIONS AND RECOMMENDATIONS

- Regarding Bakersfield College Image 29
- Regarding Promotion 29-30
- Regarding Child Care 30-31
- Regarding Innovative Time Frames 31-32
- Regarding New Courses 32
- Summary of Recommendations 33-34

APPENDICES

- Appendix A: Courses & Programs Suggested By Respondents. . . 35
- Appendix B: Survey Form, Sample Copy 36-42

LIST OF TABLES

Table		Page
1.	Comparison of Survey Responses to Population Areas by Zip Code	4
2.	Comparison of Ethnic Ratios in Kern County and Survey Populations	6
3.	Respondents by Gender	7
4.	Respondents by Age Group	8
5.	Respondents by Income Level of Household	9
6.	Respondents by Highest Education Completed	10
7.	Respondents by Time Since Schooling Completed	11
8.	Respondents by Periods of Residency in Kern County	11
9.	Respondents by Type of Residence	12
10.	Respondents by Number of Persons in Household	13
11.	Profile of the 350 Respondents Who Have Attended B.C.	14-17
12.	Profile of 339 Respondents Who Have Not Attended B.C.	18-21
13.	Recognition and Participation by Community	22
14.	Levels of Satisfaction with Bakersfield College	23
15.	Sources of Information About Bakersfield College	24
16.	Preferences for "Best" Way to Learn About B. C.	25
17.	Child Care Interest By Age Group	27
18.	Interest in Innovative Time Frames	28

Introduction

Since its inception in 1913, Bakersfield College has grown from an enrollment of 25 students in a one-year curriculum offered on a high school campus to a student body of 11,940, housed on a multi-million dollar campus, participating in a full range of academic and vocational courses.

Greater Bakersfield has grown too; and now, with a population of 220,000, it is one of the fastest growing cities in the United States.

Bakersfield College has always prided itself on being close to the community and responsive to its educational needs. As the community grows and changes, communication with a broad spectrum of the citizenry becomes more essential than ever. Moreover, financial constraints in the aftermath of Proposition 13 make it imperative that promotional efforts be carefully weighed for cost effectiveness.

In order to learn how effective our programs are perceived to be, how effectively we are communicating, and whether we are in tune with changing educaional needs, we undertook a telephone survey of the community in March of 1982.

Purpose of the Survey

The purpose of Bakersfield College's 1982 telephone survey of the metropolitan Bakersfield area was, in general, to develop a current data base for future planning. More specifically, our inquiries were directed toward assessing four aspects of planning: (1) the effectiveness of Bakersfield College's promotional efforts, (2) the community's perception of the quality of B.C. courses and cultural events, (3) the educational interests and needs of the community, (4) the amount of interest in innovations such as different time frames and child care.

In an effort to identify unmet educational needs, the survey also provided opportunities for respondents to suggest courses or programs not now offered by the college, as well as the opportunity for general open-ended comments.

Procedures and Methodology

The survey instrument was modeled after one developed in 1980 by Coast Community College District. After the questions had been adapted to the needs of Bakersfield College and the metropolitan area which was to be polled, a preliminary form was sent to all department heads, all concerned administrators, and data processing personnel, with an invitation for comments or suggestions. The survey form was then refined to accommodate these suggestions.

After the survey form had been thus validated, copies of the final form were sent to all department heads and concerned administrators. A few trial telephone surveys were completed by the project director, on the basis of which a few more minor improvements were made. The average

time required for each interview was 10 minutes.

Under the direction and training of a project director, seven students worked an average of 30 hours each to complete a total of 689 interviews. Interviews were conducted primarily between the hours of 5:00 to 8:00 p.m. weekdays, although one interviewer worked afternoons from 3:00 to 5:00 p.m. These hours were deemed best to find residents at home and businesses closed.

The survey sample was stratified on the basis of geographic distribution of dwelling units in the metropolitan area. For the first half of the survey, telephone numbers were generated by using prefixes which corresponded roughly to zip code areas and suffixes drawn from a table of random numbers. This method permitted us to reach at least some unlisted numbers; however, it was time consuming because of the number of non-working numbers encountered. For the second half of the survey, a tally of completed surveys was kept by zip code, and new numbers were drawn from the address telephone directory until the percentage of completed surveys corresponded fairly closely to the percentage of dwelling units in that area. The corresponding responses and percentages are shown in Table 1.

Within a 4% error margin, we are 98% confident that the 689 interviews from the survey accurately represent the 188,000 adults that reside in the area surveyed. This means that if 80% of the survey respondents answered "yes" to a particular question, the chances are 98 out of 100 that between 76% and 87% of the entire population would also answer "yes."

Table 1

Comparison of Percentages of Survey Responses to Population Areas by Zip Code

Zip Code	*Population Area	No. of 1980 Households	% of Total Households	No. Surveys Completed	% of Responses by Zip Code
93301	Central &	10,735		45	
93304	South	11,085		97	
		21,820	25%	142	21%
93305	East	11,169	13%	71	10%
93306	Northeast	12,709			
	& Edison	1,024			
		13,733	15%	89	13%
93307	Southeast &	8,050			
	Greenfield	906			
		8.956	10%	102	15%
93308	North &	10,365			
	Northwest	3,956			
		14,321	16%	92	13%
93309	Southwest	18,058	21%	193	28%
Totals		88,057	100%	689	100%

*From Kern County Planning Department Population and Housing Report, 1981, pages 24 and 25.

Characteristics of the Respondents

The demographic characteristics of the respondents are important to any survey research effort. To the extent that they correspond to known characteristics of the total population, they validate the sampling and enable us to generalize about that total population on the basis of the sample. In addition, the respondents can be classified into various subgroups for more specific analysis, enabling us to determine how well we are serving the needs of residents in certain age groups, geographical locations, income levels, and sex categories.

Tables 2 through 10 show the characteristics of the respondents and compare them wherever applicable to other surveys or census data. Table 11 provides a profile of the 350 respondents who have attended Bakersfield College, currently and formerly. Table 12 provides a similar profile of the 339 respondents who have not attended.

Table 2 compares the ethnic and racial percentages of the respondents to those of Kern County residents as shown by census reports. The comparisons are not exact, because the survey was limited to the Bakersfield metropolitan area, and the county figures are two years older. Moreover, the county figures counted all Hispanics twice - once as Hispanics and once again in some other category of race. An educated guess of the proportion of Hispanics in the population of metropolitan Bakersfield is about 14%. Given these considerations, it appears that the percentages of respondents in most ethnic groups are quite comparable to the percentages in the population as a whole.

Table 2

Comparison of Ethnic Ratios in Kern County and Survey Populations

Ethnic Group	Ethnic/Racial Percentages in Kern County, 1980* Population	Percentage	Ethnic/Racial Percentages in Metro Area Survey, 1982** Population	Percentage
White	309,371	76.8%	512	74.3%
Black	21,153	5.2%	47	6.8%
Hispanic	87,025	21.6%**	78	11.3%
Amer. Indian/ Eskimo	6,008	1.5%	15	2.2%
Asian	7,723	1.9%	6	0.9%
Other	58,834	14.6%	11	1.6%
Decline to state	--	--	20	2.9%
Total	403,089	121.6%	689	100.0%

*From Kern County Population & Housing Report, 1980

**Percentages should be expected to differ slightly between the metropolitan area and the county as a whole. County figures count Hispanics twice, grouping them also in other categories of race. The B.C. survey population identified themselves as Hispanic.

Table 3 shows that more women than men completed the survey. One of the problems encountered by any telephone survey is that, in our society, women tend to answer the telephone more than men do. Respondents included approximately 36% males and 64% females, figures which correspond closely to the 40% and 60%, respectively, in a similar survey by the Coast Community Colleges. Although the ideal balance would be 50% male and 50% female, the 40/60 ratio is considered adequate for statistical purposes.

Table 3

Respondents by Gender

Gender	Number of Respondents	Percent of Respondents	Percent of Population
Male	251	36.4%	50%
Female	438	63.6%	50%
Total	689	100.0%	100%

Age groups of the respondents are shown in Table 4, page 8. The differences between percentages from our telephone survey and those from the special census of Kern County may be primarily attributable to the fact that the telephone survey was limited to adults.

Respondents' household income level is shown in Table 5, page 9. Because the income question was considered to be the most personal of all questions asked, it was placed at the end. Many respondents (approximately 20%) understandably declined to state their income. Even so, Bakersfield residents were more open than those in the Coast Com-

Table 4

Respondents by Age Group

Age Category	Number of Respondents	Percent of Respondents	Percent of Population*
Under 20	67	9.7%	36.0%
Twenties	184	26.7%	15.8%
Thirties	164	23.8%	12.7%
Forties	97	14.1%	10.6%
Fifties	74	10.7%	10.5%
60 & over	97	14.1%	14.4%
Decline to state	6	0.9%	--
Total	689	100.0%	100.0%

*From Kern County Planning Dept., special census of Kern County, July 1, 1977.

munity College District, of whom 26% declined to state their income.

For purposes of determining what proportions of the respondents fell into various income categories, percentages were calculated on the basis of the 552 responses in which an income figure was given. The 19.9% under "decline to state," however, represents that proportion of all respondents, or 689.

Education level of respondents is shown in Table 6, page 10. In all cases, respondents were placed in the highest category which could apply to them. For example, a high school dropout who had later taken courses at a community college should be placed in the "some college" category. One interesting finding not shown on the table was that 9

Table 5

Respondents by Income Level of Household

Income Category	Number of Respondents	Percent of Respondents**	Percent of Population*
Under $10,000	80	14.5%	19%
$10,000-20,000	137	24.8%	36%
$20,000-30,000	156	28.2%	15%
$30,000-40,000	78	14.1%	15%
$40,000-50,000	43	7.8%	15%
$50,000 & over	58	10.5%	
Decline to state	137	19.9%	NA
Total	689	119.9%**	100%

*From Belden study, Bakersfield Californian, August, 1981.

**For comparative purposes, percentages in each bracket were calculated on the basis of the 552 answers in which an income figure is given. The percentage of "decline to state" is calculated on the basis of 689 responses.

persons who were currently enrolled, and 40 persons who had attended B.C. in the past, did not place themselves in the category of having had "some college." Upon rechecking the surveys, researchers placed them in the higher category.

It is significant that 60% of the respondents had completed some kind of college experience. This high level of college experience contrasts favorably with 52% for a comparable statewide sample. However, about 17% had completed less than high school graduation, compared to 14% on the statewide sample.

Table 6

Respondents by Highest Education Completed

Education Completed	Number of Respondents	Percent of Respondents	Percent of Population*
Eigth grade or less	35	5.1%	9%
Some high school	82	11.9%	15%
High school graduate	158	22.9%	34%
Some college	231	33.5%	22%
AA degree	60	8.7%	11%
BA or BS degree	74	10.7%	
Advanced degree/credits	39	5.7%	6%
Other training	5	0.7%	NA
Decline to state	5	0.7%	NA
Total	689	100.0%	100%

*Source: Belden study, Bakersfield Californian, August 1981.

More than 65% of the respondents had been away from school for four or more years, as shown in Table 7, page 11. Extrapolated to the adult population of the metropolitan area, this figure could imply a market potential of over 100,000 adults who have not taken a course in recent years.

Table 8, page 11, shows the length of time respondents have lived in Kern County. The area's growth is reflected in the fact that 34% of the respondents (more than 1 in 3) have been here three years or less. Almost half (46%) have been here more than 10 years. Although only 18 respondents had not heard of B.C., fully half of them had lived here more

Table 7

Respondents by Time Since Schooling Completed

Category	Number of Respondents	Percent of Respondents
Less than 1 year ago	129	18.7%
1 to 3 years ago	105	15.2%
4 to 9 years ago	130	18.9%
10 years ago or more	315	45.7%
Decline to state	10	1.4%
Total	689	100.0%

Table 8

Respondents by Periods of Residency in Kern County

Time in Kern County	Composite of Respondents	Currently Attending	Have Attended	Never Attended	Never Heard of B.C.
Less than 1 year	129 18.7%	35 72.9%	41 13.6%	51 15.9%	2 11.1%
1-3 years	105 15.3%	2 4.2%	67 22.2%	33 10.3%	3 16.7%
4-9 years	130 18.9%	5 10.4%	77 25.5%	45 14.0%	3 16.7%
10 years or more	315 45.7%	6 12.5%	114 37.7%	186 57.9%	9 50.0%
Decline to state	10 1.4%	0 0.0%	3 1.0%	6 1.9%	1 5.6%
Total	689 100%	48 100%	302 100%	321 100%	18 100%

than 10 years. The profile of those persons in Table 12 gives additional informaion about them.

Bakersfield residents overwhelmingly prefer to dwell in houses (78%), rather than apartments (14%), as shown in Table 9. However, the Belden study of August, 1981, showed 83% in houses and only 6% in apartments. This could represent a real drop in home ownership and rentals of single family dwellings over the past year.

Table 9

Respondents by Type of Residence

Residence	Number of Respondents	Percent of Respondents	Percent of Population*
House	535	77.65	83%
Apartment	99	14.37	6%
Condo/Townhouse	17	2.47	4%
Mobile home	25	3.63	6%
Other	7	1.02	-
Decline to state	6	0.87	-
Total	689	100.00%	

*From Belden Study, Bakersfield Californian, August, 1981.

Slightly more than half the respondents (51%) reported living in households of two or three persons. Only 10% live alone, and only 15% live in households with 5 or more members. Of those who have never attended B.C., 147 (43%) live in small households (1 or 2 persons), and only 55 (16%) in households of 5 or more. The overall average was 3.07 persons per household. Distribution is shown in Table 10, page 13.

Table 10

Respondents by Number of Persons in Household

Number in Household	Composite of Respondents Number	Percent	No. Now Attending	No. Have Attended	Never Attended	Never Heard
One	73	10.6	6	28	39	0
Two	198	28.7	9	81	101	7
Three	155	22.5	12	69	72	2
Four	134	19.4	11	69	52	2
Five	75	10.9	6	36	28	5
Six or more	37	5.4	2	13	22	0
Not stated	17	2.5	2	6	7	2
Total	689	100.0%	48	302	321	18

Table 11, pages 14-17, shows a profile of respondents who have attended Bakersfield College. Of those currently attending, 18.8% are under 20, 45.8% are in their twenties, and 20.8% are in their thirties. Their average age is 29. More of them live in houses (70.8%) than apartments (22.9%). Most (60.4%) live in households of three to five persons. About 72.9% are Caucasian, 14.6% Hispanic, 6.3% black, and 4.2% American Indian. Household income is under $10,000 for 7.3%, between $10-20,000 for 31.7%, between $20-30,000 for another 31.7%, between $30-40,000 for 17.1%, and over $40,000 for 12.2%. They are interested in sports (60.4%), concerts (52.1%), plays (43.7%), art exhibits (37.9%), and guest speakers (39.6%).

The survey's profile of former B.C. students shows them to be slightly older, with an average age of 37. Only 3% are under 20, but 29.4% are in their twenties, 33.8% in their thirties, 16.5% in their forties,

and 9.6% in their fifties. Most of them (81.1%) have resided in the area over 10 years. More of them live in houses (82.4%) and condominiums (3.3%) than in apartments (10.9%) and mobile homes (2.0%). Those who live in households of 2 persons (27.8%) outnumber those in households of 3 persons (22.8%) or 4 persons (22.8%). Only 16.2% live in households of 5 or more persons. Over one-third of them hold college degrees: 12.9% hold the A.A., 15.2% hold bachelor's degrees, and 7.9% hold graduate degrees. Ethnically, they are 76.8% Caucasian, 9.6% Hispanic, 6.0% black, and 2.3% American Indian. Their interests closely parallel those of current students in concerts, art exhibits, and guest speakers, but they expressed slightly higher interest in plays (51.7%) and sports (63.2%).

Table 11

Profile of 350 Respondents Who Have Attended B.C.

Characteristics	Currently Attending N=48 Number	Percent	Have Attended N=302 Number	Percent
A. Age:				
Under 20	9	18.8	10	3.3
20-29	22	45.8	89	29.4
30-39	10	20.8	102	33.8
40-49	5	10.4	50	16.5
50-59	1	2.1	29	9.6
60 & over	1	2.1	20	6.6
Decline to state	0	0.0	2	0.7
Total	48	100.0%	302	100.0%

(continued on next page)

Table 11, continued

Profile of 350 Respondents Who Have Attended B.C.

Characteristics	Currently Attending N=48 Number	Percent	Have Attended N=302 Number	Percent
B. Length of Residence				
Less than 1 year	0	0.0	5	1.7
1-3 years	4	8.3	19	6.3
4-9 years	8	16.7	32	10.6
10 or more years	36	75.0	245	81.1
Decline to state	0	--	1	0.3
C. Type of Dwelling				
House	34	70.8	249	82.4
Apartment	11	22.9	33	10.9
Mobile home	1	2.1	6	2.0
Condo	1	2.1	10	3.3
Other	1	2.1	1	0.3
Decline to state	0	--	3	1.0
D. Size of Household				
Alone	6	12.5	28	9.3
2	9	18.8	81	26.8
3	12	25.0	69	22.8
4	11	22.9	69	22.8
5	6	12.5	36	11.9
6	0	0.0	10	3.3
7 or more	2	4.2	3	1.0
Decline to state	2	4.2	6	2.0

(continued on next page)

Table 11, continued

Profile of 350 Respondents Who Have Attended B.C.

Characteristics	Currently Attending N=48 Number	Percent	Have Attended N=302 Number	Percent
E. Schooling completed				
8th grade or less	0	0.0	0	0.0
Some high school	0	0.0	0	0.0
High sch. grad.	0	0.0	0	0.0
Some college	36	75.0	191	63.2
A.A. degree	7	14.6	39	12.9
B.A. or B.S.	2	4.2	46	15.2
Advanced degree	3	6.2	24	7.9
Decline to state	0	0.0	2	0.7
F. Ethnic background				
White	35	72.9	232	76.8
Hispanic	7	14.6	29	9.6
Black	3	6.3	18	6.0
Asian	0	0.0	1	0.3
Indian/Eskimo	2	4.2	7	2.3
Other	1	2.1	6	2.0
Decline to state	0	0.0	9	3.0
G. Interests*				
Sports	29	60.4	191	63.2
Concerts	25	52.1	159	52.6
Plays	21	43.7	156	51.7
Art exhibits	23	47.9	142	47.0
Guest speakers	19	39.6	127	42.0

*Multiple responses result in totals greater than 100%.

(continued on next page)

Table 11, continued

Profile of 350 Respondents Who Have Attended B.C.

Characteristics	Currently Attending N=48 Number	Percent	Have Attended N=302 Number	Percent
H. Household Income				
Under $10,000	3	7.3	21	8.4
$10-20,000	13	31.7	51	20.3
$20-30,000	13	31.7	86	34.3
$30-40,000	7	17.1	43	17.1
$40-50,000	2	4.9	21	8.4
Over $50,000	3	7.3	29	11.6
Decline to state	7	NA	51	NA

Table 12, pages 18-21, shows a profile of the 339 respondents who have not attended Bakersfield College. Most of them (321) had heard of Bakersfield College, and of those, 43.6% have at least one family member who has attended B.C. Over 29% of them have had at least some college, and 16% hold degrees. They expressed an interest in sports (51.1%) concerts (36.8%), plays (39.6%) art exhibits (31.5%) and guest speakers (29.6%). Of those who had never attended, 89 (or 27.7%) said they plan to take courses in the future, and 46 (14.3%) were undecided. In their reasons for wanting to take courses, they were about evenly divided between wanting occupational training (38.2%), a degree (32.6%), and personal benefit (29.1%).

There were 18 respondents (5 males and 13 females) who had not heard of Bakersfield College, although they approved (94.4%) of the con-

cept of state support for low-cost community colleges. Ten of them, or 55.6%, said they might take courses in the future, especially for occupational training (33.3%) or to work toward a degree (11.1%). Seven of them (38.9%) expressed interest in child care. Three of them are under 20 years old, six in their twenties, and three of them in their thirties. Three are also over 60. Eleven of them (61.1%) have not completed high school. Nine of them (50%) have lived in the area more than 10 years. Twelve of them (66.7%) are Caucasian, three Hispanic (16.7%), and two black (11.1%). Four reported household incomes under $10,000 (33.3%), two between $10-20,000 (16.7%), and three between $20-30,000 (25.0%).

Table 12

Profile of 339 Respondents Who Have Not Attended B.C.

Characteristics	Heard of B.C. But Not Attended N=321 Number	Percent	Never Heard of B.C. N=18 Number	Percent
A. Age				
Under 20	45	14.0	3	16.7
20-29	67	20.8	6	33.3
30-39	49	15.3	3	16.7
40-49	41	12.8	1	5.6
50-59	43	13.4	1	5.6
60 & over	73	22.7	3	16.7
Decline to state	3	0.9	1	5.6
Total	321	100%	18	100%

(continued on next page)

Table 12, continued

Profile of 339 Respondents Who Have Not Attended B.C.

Characteristics	Heard of B.C. But Not Attended N=321 Number	Percent	Never Heard of B.C. N=18 Number	Percent
B. Length of Residence				
Less than 1 year	28	8.7	5	27.8
1-3 years	34	10.6	3	16.7
4-9 years	33	10.3	2	11.1
10 or more years	225	70.9	8	44.4
Decline to state	1	0.3	0	--
C. Type of Dwelling				
House	241	75.1	11	61.1
Apartment	52	16.2	3	16.7
Mobile home	15	4.7	3	16.7
Condo/Townhouse	6	1.9	0	--
Other	5	1.6	0	--
Decline to state	2	0.6	1	5.6
D. Size of Household				
One person	39	12.1	0	
2	101	31.5	7	38.9
3	72	22.4	2	11.1
4	52	16.2	2	11.1
5	28	8.7	5	27.8
6	14	4.4	0	--
7 or more	8	2.5	0	--
Decline to state	7	2.2	2	11.1

(continued on next page)

Table 12, continued

Profile of 339 Respondents Who Have Not Attended B.C.

Characteristics	Heard of B.C. But Not Attended N=321 Number	Percent	Never Heard of B.C. N=18 Number	Percent
E. Schooling completed				
8th grade or less	32	10.0	2	11.1
Some high school	64	19.9	9	50.0
High school grad	125	38.9	3	16.7
Some college	41	12.8	3	16.7
A.A. degree	14	4.4	0	--
B.A. or B.S.	26	8.1	0	--
Advanced degree	12	3.7	0	--
Other training	5	1.6	0	--
Decline to state	2	0.6	1	5.6
F. Ethnic Background				
White/Caucasian	233	72.6	12	66.7
Hispanic	39	12.1	3	16.7
Black	24	7.5	2	11.1
Asian	5	1.6	0	--
Indian/Eskimo	6	1.9	0	--
Other	4	1.2	0	--
Decline to state	10	3.1	1	5.6
G. Interests*				
Sports	164	51.1	8	44.4
Concerts	118	36.8	5	27.8
Plays	124	38.6	5	27.8
Art exhibits	101	31.5	4	22.2
Guest speakers	95	29.6	2	11.1

*Multiple responses possible.

(continued on next page)

Table 12, continued

Profile of 339 Respondents Who Have Not Attended B.C.

	Heard of B.C. But Not Attended		Never Heard of B.C.	
	Number N=321	Percent N=248*	Number N=18	Percent N=12*
H. Household Income				
Under $10,000	52	20.9	4	33.3
$10-20,000	71	28.6	2	16.7
$20-30,000	54	21.8	3	25.0
$30-40,000	26	10.5	2	16.7
$40-50,000	20	8.1	0	--
Over $50,000	25	10.1	1	8.3
Decline to state	73	NA	6	NA

*Percentages calculated on number who stated incomes.

Analysis of Data

The image of Bakersfield College depends upon the answers to three basic questions: (1) do residents recognize the college by name, (2) do they participate in its programs and services, and (3) are they satisfied with their experiences here?

Since only 18 respondents in 689 had not heard of the college, it is apparent that B.C. enjoys a high visibility in the community. The surveyors reported no instances of respondents confusing Bakersfield College with the local state college (California State College, Bakersfield), despite similarities in the names.

Participation in college courses is also high: 350 respondents, or 51%, have taken at least some courses here. Of the 321 who had heard of the college but had not attended, 43.6% reported that a family member had

attended B.C., and over 200 of them had also participated in cultural or sports events here. It has been noted that a considerable number (27.7%) of those who have not taken courses plan to do so in the future. Further details are set forth in Table 13.

Table 13

Recognition and Participation by Community

Type of Response	Composite Respondents N=689	Currently Attending N=48	Have Attended N=302	Never Attended N=321	Never Heard N=18
Has taken courses on main campus	318 46.1%	43 89.6%	275 91.1%	NA	N NA
Has taken courses at Downtown Center	78 11.3%	15 31.2%	63 20.9%	NA	NA
Another household member has attended	NA	NA	NA	140 43.6%	NA
State should support community college	NA*	NA*	NA*	NA*	17 94.4%
Planning on future classes	264 38.3%	37 77.1%	128 42.4%	89 27.7%	10 55.6%
Undecided about taking classes	93 13.5%	5 10.4%	42 13.9%	46 14.3%	0 0%
Wants to work toward a degree	86 12.5%	17 45.9%	38 29.7%	29 9.03%	2 11.1%
Wants occupational training	103 14.9%	16 43.2%	47 39.7%	34 10.6%	6 33.3%
Wants courses for personal benefit	75 10.9%	4 10.8%	43 33.6%	26 8.1%	2 11.1%
Wants courses not now offered by B.C.	101 14.7%	15 31.2%	52 17.2%	34 10.6%	0 0%

*Those who had not heard of B.C. were asked if they supported the concept of low-cost community colleges; others were asked if their experience had been satisfactory (see Table 14).

Those who have attended Bakersfield College report a high degree of satisfaction. Table 14 shows that 66.6% of them rated their experience here as "very satisfactory" and 28.3% rated it "somewhat satisfactory," making a total approval rating of 94.9%.

Table 14

Levels of Satisfaction with Bakersfield College

Experience at B.C. has been:	Composite N=350	Currently Attending N=48	Have Attended N=302
Very satisfactory	233 66.6%	29 60.4%	204 67.6%
Somewhat satisfactory	99 28.3%	17 35.4%	82 27.1%
Not too satisfactory	8 2.3%	0 0%	8 2.6%
Not satisfactory at all	4 1.1%	2 4.2%	2 0.7%
No opinion	6 1.7%	0 0%	6 2.0%
Total	350 100%	48 100%	302 100%

Promotional Efforts

Are Bakersfield College's promotional efforts reaching the community? Respondents indicated that they receive class schedules (24%), brochures (19%), and other information mailed to their homes (34%); see newspaper articles or ads (39%); hear about B.C. from acquaintances (28%), television (20%), radio (11%) and other sources such as employers (5%). The most

frequently mentioned newspaper was the Bakersfield Californian; the most frequently mentioned radio stations were KUZZ (115) and KKXX (109) followed by KERN (63) and KGEO (48). Table 15 compares the responses given by respondents who have attended and those who have not.

It should be noted that the survey was conducted in March, 1982, following some intensive advertising in various media during January and February. Apparently all types of promotion are effective in reaching at least some citizens, and many were made aware of B.C. in a variety of ways.

Table 15

Sources of Information about Bakersfield College

Medium of Communication	Composite of Respondents N=689	Currently Attending N=48	Have Attended N=302	Never Attended N=321
Television	139 20%	10 21%	52 17%	77 24%
Radio	73 11%	6 12%	21 7%	46 14%
Newspaper	269 39%	16 33%	124 41%	129 40%
Brochures	129 19%	9 19%	72 24%	48 15%
Class schedules	167 24%	12 25%	84 28%	71 22%
Acquaintances	191 28%	19 40%	85 28%	87 27%
Direct mail	235 34%	15 31%	119 39%	101 31%
Other	36 5%	2 4%	22 7%	12 4%

Percentages may total more or less than 100% because multiple responses are possible.

When asked which was the one best or most effective way to reach them, respondents preferred direct mail (46%) followed by newspaper articles (22%), television (14%), newspaper ads (9%), and radio (7%). The preference for direct mail held constant through all categories, including those who had not attended (44%) or not heard of the college (33%). Newspaper articles were the consistent second favorite. Details can be found in Table 16.

Table 16

Preferences for "Best" Way to Learn About B.C.

Communication Medium	Composite of Respondents N=689	Currently Attending N=48	Have Attended N=302	Never Attended N=321	Never Heard N=18
Television	99 14%	5 10%	34 11%	56 17%	4 22%
Radio	46 7%	7 15%	14 5%	23 7%	2 11%
Newspaper articles	151 22%	9 19%	72 24%	65 20%	5 28%
Newspaper ads	64 9%	6 12%	29 10%	29 9%	0 0%
Direct mail	315 46%	21 44%	147 49%	141 44%	6 33%
Other	14 2%	0 —	6 2%	7 2%	1 6%
Total	689 100%	48 100%	302 100%	321 100%	18 100%

Interest in Innovations

The clientele of Bakersfield College, like that of many other higher education institutions, has undergone many changes in recent years. More students attend part time and take longer to complete their education. The average age of all B.C. students is 28. Many are married; many have children, and in many families both husband and wife are employed. Many return to college after a long absence; some return to community colleges after completing higher degrees.

What changes should Bakersfield College make, if any, to meet the needs of a student body more diverse than ever before? Respondents were invited to make suggestions or comments at the end of the survey. More specifically, however, they were asked whether they would be interested in such innovations as child care service or different time frames.

The B.C. child care facility is fully utilized during the morning hours by a specially funded program. However, it could be made available to the general student body on a user-pay basis in afternoon or evening hours. Respondents were asked whether they were interested in child care between 2:30 and 7:00 p.m. and between 7:00 - 10:00 p.m. and many indicated both. Because multiple responses were possible, numbers and percentages may include overlapping responses. Yet the data do indicate a substantial interest in child care, especially by those respondents in their twenties (45%) and thirties (37%). Inasmuch as 5,327 of the 11,578 students at B.C., or 45%, fall between the ages of 21 and 34, the concern of this group for child care should be significant. Table 17, page 27, shows the survey respondents' interest in child care by age group.

Table 17

Child Care Interest by Age Group

Time Frames Preferred by Age Group	Total Respondents in Age Group	Composite of who wants child care Number	% of Age Group	Now Attending	Have Attended	Never Attended	Never Heard of B.C.
A. 2:30-7 p.m.							
Under 20	67	21	31%	3	4	13	1
20-29	184	83	45%	7	46	26	4
30-39	164	61	37%	6	37	16	2
40-49	97	16	16%	0	9	7	0
50-59	74	12	16%	0	5	7	0
60 & over	97	5	5%	0	0	5	0
Decline to state	6	-	-	-	-	-	-
Total	689	198	NA*	16	101	74	7
B. 7-10:00 p.m.							
Under 20	67	16	24%	3	2	10	1
20-29	184	66	36%	5	38	20	3
30-39	164	46	28%	3	28	13	2
40-49	97	13	13%	0	9	4	0
50-59	74	6	8%	0	3	3	0
60 & over	97	2	2%	0	0	2	0
Decline to state	6	-	-	-	-	-	-
Total	689	149	NA*	11	80	52	6

*Multiple responses were possible.

Do the traditional morning and night class hours serve our present clientele as well as they have served traditional students? Or would modern families and fully employed part-time students be interested in early evening time slots, intensive afternoon courses, and Saturday workshops? Table 18 shows the willingness expressed by respondents to take courses and workshops at innovative times. Multiple responses were possible (that is, a person might say that any or all of these hours would be convenient). The responses must be interpreted only as a willingness to take courses at these hours, rather than an intent to do so, because

Table 18

Interest in Innovative Time Frames

Time	Composite* No.	Composite* Percent	Curr. Attd.	Have Attd.	Never Attd.	Never Heard
A. 3-unit courses						
5-6:15 twice/wk	185	27%	19	92	68	6
5:30-6:45 " "	214	31%	23	103	85	3
3-5:00 MTWTH	178	26%	17	78	78	5
Other	30	4%	3	12	14	1
B. Short-term Workshops						
4-6:00 p.m.	162	23%	16	83	59	4
5-7:00 p.m.	192	28%	15	102	70	5
7-10:00 p.m.	193	28%	17	99	74	3
Sat. a.m.	201	29%	17	104	77	3
Other	19	3%	1	10	7	1

*Percentages may total more or less than 100% because multiple responses are possible, and respondents who had no interest are not included in the table.

the needs of respondents for particular types of courses could vary. It must also be noted that respondents were not asked to choose between these hours and the traditional hours. But it might be inferred that selected popular courses taught at 5:00 or 5:15 would appeal to many people in the community, just as they would to the survey respondents.

Conclusions and Recommendations

The findings of the telephone survey clearly show solid community support and satisfaction with Bakersfield College. Since even those who had never heard of the college overwhelmingly support the concept of state-supported, low-cost community colleges, it may be concluded that the institution is a source of community pride.

Image

The levels of recognition and participation by the members of the community indicate that Bakersfield College is a highly visible, popular, and well-utilized community resource. When asked for open-ended comments about what the college is doing or should be doing to serve the community, 76 respondents volunteered comments like "good school" or "doing an excellent job." A few, however, especially the elderly, expressed concern over campus security, especially at night and in the parking lots.

Since these perceptions do in fact prevent some residents from taking courses at night, Bakersfield College should attempt to counter negative impressions with a positive image. Night lighting may be expensive, but it appears to be a reassuring contribution to the image of the college as a secure place.

Promotion

Promotional efforts all appear to be reaching at least some members of the community, so a variety of promotional efforts would seem to be desirable. However, the clear preference expressed for direct mail suggests

that more effort in this direction might be productive. Respondents frequently mentioned the class schedules which are mailed to their homes, yet many felt that they were "too old" for college courses - even some who were in their forties! More might be done with a mailing cover for the class schedule - perhaps with photographs of students of various ages to promote identification of the college with lifelong learning and with diversity of student population. Such a cover might also promote selected cultural events or community service courses, referring the recipients to the inside for further information.

An expanded mailing list for specific interests and target groups would also seem appropriate. Mailing lists ideally should be centralized in one office, updated regularly, and computerized for ease of updating and selection of target groups.

One promotional device recommended by several respondents was contact through employers. Perhaps the college could establish contact with local businesses and industries, not only to provide special courses for their employees but also to promote general interest in the college offerings. One of the surveyors who had learned about Bakersfield College through the Welfare Department also suggested that promotional literature be left with the Welfare Department personnel for distribution at orientation meetings. Welfare recipients, she said, often have the impression that colleges are only for the wealthy, the privileged, and the academic elite. No promotional efforts would get through to them, she said, until they corrected their impressions of the college and its student population.

Child Care

The amount of interest in child care, particularly among the adults in their twenties and thirties who comprise the bulk of the B.C. student

population, strongly supports the conclusion that user-pay child care would be a service welcomed by students and potential students.

Moreover, it might open up an opportunity to serve a clientele who are not now being served, as indicated by the fact that 74 persons who had never attended (23.1%) and 7 of those who had not even heard of the college (38.9%) were interested in child care. Some respondents also gave as a reason for not taking courses the explanation that they had young children. Since a slightly higher percentage preferred child care between 7:00 and 10:00 p.m., the college should pursue the possibility of offering late afternoon intensive courses of special interest to young parents.

To determine specific interests, a follow-up survey might be conducted with the respondents who expressed interest in child care, together with a questionnaire mailed to residents who have given birth to children in local hospitals in recent years. Names and addresses might be obtained through the hospitals or from county records.

Innovative Time Frames

The interest shown by the respondents in the prospect of 5:00 and 5:30 courses indicates that the college should explore this idea further. Motivations for wanting courses at those times varied, but among them were (1) desire to get home before dark, (2) desire to be home before children's bedtime, (3) desire to get more than one class at night (that is, to take one course from 5:30-6:45 and another at 7:00), and (4) desire to take classes right after work, before going home. Although this survey covered only the metropolitan area, it seems reasonable to assume that students from outlying areas might also find the earlier hours agreeable when a long drive home is involved, especially in foggy weather.

Bakersfield College has had some experience with early evening courses. Speech classes, some math classes, and some art classes have proven successful when offered earlier than 7:00 in the evening.

With careful planning, it should be possible to offer a complete range of general education courses at the 5:00 and 5:30 hours, although certainly not a course for every general education requirement every semester.

Intensive 6-week courses in the afternoons four days a week also merit further exploration, particularly if child care could be offered at that time. Such a program has proven successful at San Diego Mesa college and has drawn a new clientele. Although Mesa College does not offer child care, it does draw students from 4-year colleges nearby who find the intensive courses convenient for concurrent enrollment. Mesa uses this format for general education and popular business courses, particularly real estate courses. The program also attracts regular day students who like having Fridays off.

Since Bakersfield has a smaller population than San Diego, the model may not apply directly. Before launching a similar program, it would be desirable to poll our present student body to see whether enough current students would be attracted to such a program to fill out the classes along with any new students that the program might draw.

New Courses

Respondents were invited to request new courses. The fact that some suggested courses we already offer should be a challenge to our promotional efforts. A list of the courses and programs suggested may be found in Appendix A. The only patterns which emerged were requests for more computer courses and more electronics courses. The college is already moving in this direction.

Recommendations

The findings of the survey lead to the following recommendations:

1. In the light of the extremely valuable information generated by this survey, with a budget under $800, it would seem advisable to take similar surveys on a regular basis - every three or four years, at least.

2. The findings of the survey should be widely distributed to the students, faculty, board of trustees, all of the local media, to other colleges through E.R.I.C. (Educational Resources Information Clearinghouse), and to California State College, Bakersfield.

3. The college should conduct additional surveys of identifiable target groups, such as students over 55, parents with children of school age, local business, etc.

4. The college should survey its current student body to determine why the attendees selected Bakersfield College, what their goals are, how they receive information about the college, and whether they are interested in innovations such as different time frames and child care.

5. The college should pursue the possibility of offering child care as soon as possible.

6. The college should offer at least some 3-unit courses at 5:00 and 5:30 and, if they prove well attended, expand the offerings at those hours. Faculty should be asked to volunteer for these time slots in their schedule, and not be required to teach at those hours, in order to assure the best chances for success.

7. The possibility of intensive afternoon courses, two hours daily Monday through Thursday, should be cautiously explored. If child care could be offered at those hours, if faculty could be recruited to teach at those hours, if a careful sequence of general education courses could be planned for those hours, and if adequate promotional efforts were made,

there is some indication that an afternoon program might succeed and perhaps attract new students.

8. Promotional efforts should continue to use various media and approaches, but direct mail contact should be increased. Attempts should be made to promote B.C. as a college for all the community, not just the 18-to-20 year olds.

9. Better contacts with the businesses and industries in the community might lead to better promotion of our offerings to their employees.

Not all of these recommendations can be pursued simultaneously, of course, but all of them are likely to bear some fruit. The survey itself promoted considerable goodwill for B.C. because most residents were pleased to be asked for their opinions. No doubt they will be even more pleased if we act upon their suggestions.

Appendix A

Courses and Programs Suggested by Respondents

The following were suggested by one respondent unless otherwise noted.

Astronomy
Agriculture (3 requests)
Agriculture at night
Accounting
Art
Architectural Drafting (2 requests)
Business
Business management at DTC at night
Celestial Navigation
Construction contracting
Court Reporting (2 requests)
More complete computer (7 requests)
Keypunch operating
Dental other than technical
Dental Hygiene (2 requests)
Electronics
Electric logging
Engineering (2 requests)
Firemen
Homemaaking
Crocheting, embroider, stitchery
Fashion merchandising
Dress designing
Tailoring
Interior design
Sewing class at night for 15 yr old
Black history & culture
European History at night
American Indian at night
Marketing, merchandising
Home improvement
More practical arts
Landscaping, gardening
Investment, non majors
Horse classes
Foreign language
Sign language
Russian language
Greek & Hebrew
Spanish at night
Para legal or prelaw
Medical courses (2 requests)
Metal sculpture
Oil Painting (3 requests)
China painting
Motorcycle Mechanics/Maintenance
Music Appreciation
Payroll classes at night
Tax preparation classes
Petroleum drafting
Oilfield (3 requests)
Respiratory Therapy
Religious classes (2 requests)
Industrial Trade
Advanced Trade
Speedwriting
Taxidermy
TV Repair course
Word processing at DTC
Creative Writing
Square Dancing
More exercise classes
Self defense
Vocational skills in career fields
Programs for seniors at California Avenue Senior Center

Appendix B

Sample Copy of Survey Form

Office of General Education — Final Draft

For Office Use Only

Phone No. _____

BAKERSFIELD COLLEGE TELEPHONE SURVEY
OF METROPOLITAN BAKERSFIELD
Spring, 1982

Date_____

Interviewer_____

HELLO, I'M_____ FROM BAKERSFIELD COLLEGE. WE'RE CONDUCTING A SURVEY OF PEOPLE WHO LIVE IN OUR COLLEGE DISTRICT TO HELP US SERVE THE PEOPLE OF OUR COMMUNITY MORE EFFECTIVELY. WOULD YOU HELP US BY GIVING ABOUT TEN MINUTES OF YOUR TIME TO ANSWER SOME QUESTIONS?

Sex ___

____No--Definite: Thank respondent and hang up.
____No--Tentative: WOULD YOU BE ABLE TO HELP US IF WE CALLED BACK AT A MORE CONVENIENT TIME?
____No--Thank respondent and hang up.
____Yes--WHEN WOULD IT BE BEST FOR ME TO CALL AGAIN? (Note time.)
____Yes--THANK-YOU. AND YOUR ZIP CODE IS?_____

Zip___ ___

Q1 ___

1. BEFORE I CALLED, HAD YOU HEARD OF BAKERSFIELD COLLEGE ON PANORAMA DRIVE AND OUR DOWNTOWN CENTER ON CHESTER AVENUE?

Q2 ___

____No--Move to colored sheet #4. (pink)
____Yes--Note which one or both_____

Q2a ___

2. HAVE YOU EVER TAKEN A CLASS AT BAKERSFIELD COLLEGE?

____(1)No--Ask question 2a and then move to colored sheet #3. (green)
____Yes--AT WHICH LOCATION? ____(2) Main Campus ____(3) DTC

____Is attending (move to colored sheet #1) (yellow)
____Has attended (move to colored sheet #2) (blue)

2a. HAS ANYONE IN YOUR HOUSEHOLD EVER TAKEN A CLASS AT BAKERSFIELD COLLEGE?

____(1)No
____Yes--AT WHICH LOCATION? ____(2)Main Campus ____(3)DTC

Upon completion of the colored sheets (branching), return to Question 8, next page. Use alternate question 8a for those who have never heard of the college.

For Office Use Only

37

8. HAVE YOU EVER ATTENDED ANY OF THE FOLLOWING ACTIVITIES AT BAKERSFIELD COLLEGE? (Read list then ask) WOULD YOU BE INTERESTED IN ATTENDING ANY OF THESE IN THE FUTURE?

	Attended	Interested
SPORTS ACTIVITIES	____(a)	____(g)
CONCERTS	____(b)	____(h)
PLAYS	____(c)	____(i)
ART EXHIBITS	____(d)	____(j)
GUEST SPEAKERS	____(e)	____(k)
Other	____(f)	____(l)

8____

8a. (Alternate for those who have not heard of the college). BAKERSFIELD COLLEGE REGULARLY SCHEDULES ACTIVITIES WHICH ARE OPEN TO THE COMMUNITY. DO YOU THINK YOU WOULD BE INTERESTED IN ATTENDING ANY OF THE FOLLOWING?

SPORTS ACTIVITIES	____(g)
CONCERTS	____(h)
PLAYS	____(i)
ART EXHIBITS	____(j)
GUEST SPEAKERS	____(k)
Other_____	____(l)

8a____

9____

9a____

(Go to 9a)

9. ARE THERE ANY KINDS OF COURSES OR PROGRAMS WHICH BAKERSFIELD COLLEGE DOES NOT OFFER AT PRESENT BUT WHICH WOULD INTEREST YOU IF THEY WERE OFFERED?

____No/can't think of anything. (Go to Question 10a)
____Yes--(Note the special interests)_____

10a (a)____
(b)____

9a. (For those who have not heard of the college) IS THERE SOME KIND OF LEARNING THAT COLLEGES DON'T USUALLY OFFER BUT WHICH WOULD INTEREST YOU IF IT WERE OFFERED?

____No (Go to Question 10a)
____Yes (Note the special interests)_____

10b (a)____
(b)____
(c)____
(d)____

10a. IN ADDITION TO OUR REGULAR MORNING AND NIGHT CLASSES, BAKERSFIELD COLLEGE IS CONSIDERING OFFERING COURSES IN LATE AFTERNOON AND EARLY EVENING HOURS, WITH CHILD CARE AVAILABLE AT LOW COST. IF IT WERE AVAILABLE, WOULD YOU BE INTERESTED IN CHILD CARE BETWEEN:

(a) 2:30 and 7:00 p.m.?	(b) 7:00 and 10:00 p.m.?
____(1) Yes	____(1) Yes
____(2) No	____(2) No

10c (a)____
(b)____
(c)____
(d)____
(e)____

10b. WOULD YOU BE INTERESTED IF 3-UNIT COURSES WERE OFFERED AT THE FOLLOWING HOURS?

____(a) 5:00 - 6:15 TWICE A WEEK
____(b) 5:30 - 6:45 TWICE A WEEK
____(c) 3:00 - 5:00 MONDAY THROUGH THURSDAY FOR 6 WEEKS
____(d) Other_____

10c. WOULD YOU BE INTERESTED IN SHORT-TERM SEMINARS OR WORKSHOPS SCHEDULED FOR 2-6 HOURS?

____(a) LATE AFTERNOONS 4:00 to 6:00
____(b) EARLY EVENING 5:00 to 7:00
____(c) WEEKDAY NIGHTS 7:00 to 10:00
____(d) SATURDAY MORNINGS
____(e) Other_____

FOR THE LAST PART OF THE SURVEY, WE NEED TO ASK YOU SOME GENERAL QUESTIONS ABOUT YOURSELF SO THAT WE CAN GROUP YOUR RESPONSES FOR STATISTICAL PURPOSES.

11. DO YOU READ A NEWSPAPER OR NEWSPAPERS ON A REGULAR BASIS?

____No
____Yes THE NAME(S) OF THE PAPER(S)?_____

12. DO YOU HAVE A FAVORITE RADIO STATION?

____No
____Yes WHAT ARE THE CALL LETTERS OR NUMBERS?_____

13. HOW LONG HAVE YOU LIVED IN KERN COUNTY?

____(a) Less than 1 year
____(b) 1-3 years
____(c) 4-9 years
____(d) 10 or more
____(e) Decline to state

14. IS YOUR RESIDENCE A:

____(1) HOUSE
____(2) APARTMENT
____(3) MOBILE HOME
____(4) CONDOMINIUM OR TOWNHOUSE
____(5) SOME OTHER TYPE OF DWELLING
____(6) Decline to state

15. INCLUDING YOURSELF, HOW MANY PEOPLE RESIDE IN YOUR HOUSEHOLD?
(Fill in actual number)_____ __Decline to state

16. WHAT IS YOUR GENERAL AGE GROUP?--20's, 30's, 40's, 50's, 60 or over?

____(a) Under 20 (WHAT IS YOUR AGE?____)
____(b) 20's
____(c) 30's
____(d) 40's
____(e) 50's
____(f) 60 or over
____(g) Decline to state

17. HOW MUCH SCHOOL HAVE YOU COMPLETED?

____(1) 8th grade or less
____(2) some high school
____(3) high school graduate
____(4) some college
____(5) AA degree
____(6) BA or BS degree
____(7) Advanced credits/degree
____(8) Other Training_____
_____
____(9) Decline to state

18. HOW LONG AGO WAS THAT?

____(a) Currently attending or less than 1 year
____(b) 1-3 years
____(c) 4-9 years
____(d) 10 or more
____(e) Decline to state

11 ___
12 ___
13 ___
14 ___
15 ___ ___
16 ____
17 ___
18 ___

3a. OVERALL, DO YOU FEEL THAT YOUR EDUCATIONAL EXPERIENCE AT B.C. SO FAR HAS BEEN:

39

____(1)VERY SATISFACTORY
____(2)SOMEWHAT SATISFACTORY
____(3)NOT TOO SATISFACTORY
____(4)NOT SATISFACTORY AT ALL
____(5)No opinion
____(6)Mixed response

3b. WHAT OTHER WAYS IN ADDITION TO ATTENDING CLASSES DO YOU HEAR ABOUT THE COLLEGE?

____(1)Television
____(2)Radio
____(3)Newspaper
____(4)Brochures
____(5)Class schedules
____(6)Friends or acquaintances
____(7)Mail to your home or business
____(8)Other_____

4. WHAT DO YOU THINK IS THE BEST WAY FOR US TO LET YOU KNOW ABOUT THE CLASSES, CULTURAL PROGRAMS, SPORTS EVENTS, AND OTHER SERVICES PROVIDED BY OUR COLLEGE?

____(1)Radio announcements
____(2)Television
____(3)Direct Mail
____(4)Newspaper articles ____(5)Newspaper ads
____(6)Other_____

5. DO YOU PLAN TO CONTINUE TAKING CLASSES AFTER THE CURRENT SEMESTER?

____(1)Yes (Move to 5a)
____(2)No (Move to 5b)
____(3)Undecided (Move to 5b)

5a. WHERE ARE YOU PLANNING TO TAKE THEM?

____(1)B.C. main campus ____(2)DTC
____(3)Other community college
____(4)Cal State Bakersfield
____(5)Univ. or 4-yr. college out of town
____(6)Private vocational school
____(7)Other_____
____(8)Don't know/undecided

5b IS THERE ANY PARTICULAR REASON WHY YOU WON'T BE TAKING A CLASS?

____(1)No ____(2)Yes_____

Branching #1 (is attending college at B.C.)

6. WOULD YOU SAY THAT YOUR MAIN PURPOSE FOR CONTINUING WILL BE FOR:

____(1)PERSONAL ENJOYMENT (Move to 6a)
____(2)OCCUPATIONAL TRAINING (Move to 6b)
____(3)WORK TOWARD A DEGREE (Move to 6c)

6a. (Personal enjoyment) IN WHAT SUBJECT AREAS?

(1)_____
(2)_____
(3)_____
(4)_____

6b. (Occupational training) WHICH TYPE OF JOB TRAINING WOULD BE MOST HELPFUL?

____(1)LEARNING NEW SKILLS FOR A NEW JOB
____(2)GETTING ADDITIONAL TRAINING TO MOVE UP ON YOUR PRESENT JOB
____(3)REVIEWING SKILLS THAT YOU LEARNED EARLIER. (IN WHAT OCCUPATIONAL AREA?)_____

6c. (Work toward a degree) WHAT DEGREE? AA___(1)
IN WHAT SUBJECT AREAS? BA___(2)
(1)_____ Higher ___(3)
(2)_____
(3)_____
(4)_____

7. DO YOU PREFER TAKING CLASSES:

____(1)ON THE MAIN CAMPUS
____(2)AT THE DOWNTOWN CENTER
____(3)ON TELEVISION
____(4)AT A LOCATION OFF CAMPUS (Where?)_____
____(5)Uncertain/no opinion

Return to Main Questionnaire, Question 8

For Office Use Only

3a ___

3b (1)___
(2)___
(3)___
(4)___
(5)___
(6)___
(7)___
(8)___

4 ___

5 ___

5a (1)___
(2)___
(3)___
(4)___
(5)___
(6)___
(7)___
(8)___

5b ___

6 ___

6a
(1)___ ___
(2)___ ___
(3)___ ___
(4)___ ___

6b ___

6c ___
(1)___ ___
(2)___ ___
(3)___ ___
(4)___ ___

7 ___

3a. OVERALL, DO YOU FEEL THAT YOUR EDUCATIONAL EXPERIENCE AT B.C. WAS:

____(1)VERY SATISFACTORY
____(2)SOMEWHAT SATISFACTORY
____(3)NOT TOO SATISFACTORY
____(4)NOT SATISFACTORY AT ALL
____(5)No Opinion
____(6)Mixed Response

40

3b. IN WHAT WAYS DO YOU GET CURRENT INFORMATION ABOUT THE COLLEGE?

____(1)Television
____(2)Radio
____(3)Newspaper
____(4)Brochures
____(5)Class schedules
____(6)Friends or acquaintances
____(7)Mail to your home or business
____(8)Other_____

4. WHAT DO YOU THINK IS THE BEST WAY FOR US TO LET YOU KNOW ABOUT THE CLASSES, CULTURAL PROGRAMS, SPORTS EVENTS, AND OTHER SERVICES PROVIDED BY OUR COLLEGE?

____(1)Radio announcements
____(2)Television
____(3)Direct mail
____(4)Newspaper articles ____(5)Newspaper ads
____(6)Other_____

5. ARE YOU PLANNING TO TAKE ANY CLASSES IN THE NEAR FUTURE?

____(1)Yes → 5a
____(2)No
____(3)Undecided

5a. WHERE ARE YOU PLANNING TO TAKE THEM?

____(1)BC main campus ____(2)DTC
____(3)Other community college
____(4)Cal State Bakersfield
____(5)Univ. or 4-yr. college out of town
____(6)Private Vocational School
____(7)Other_____
____(8)Don't know/not sure

5b. IS THERE ANY PARTICULAR REASON WHY YOU WOULDN'T TAKE A CLASS?

____(1)No ____(2)Yes_____

→ Return to Main Questionnaire, Question 8

Branching #2 (formerly attended)

6. WOULD YOU SAY THAT YOUR MAIN PURPOSE FOR TAKING CLASSES IS FOR:

____(1)PERSONAL ENJOYMENT (Move to 6a)
____(2)OCCUPATIONAL TRAINING (Move to 6b)
____(3) WORK TOWARD A DEGREE (Move to 6c)

6a. (Personal enjoyment) IN WHAT SUBJECT AREAS?

(1)_____
(2)_____
(3)_____
(4)_____

6b. (Occupational training) WHICH TYPE OF JOB TRAINING WOULD BE MOST HELPFUL:

____(1)LEARNING NEW SKILLS FOR A NEW JOB
____(2)GETTING ADDITIONAL TRAINING TO MOVE UP ON YOUR PRESENT JOB
____(3)REVIEWING SKILLS THAT YOU LEARNED EARLIER. (IN WHAT OCCUPATIONAL AREA?)_____

6c. (Work toward a degree) WHAT DEGREE? AA___(1) BA___(2) Higher ___(3)
IN WHAT SUBJECT AREAS?

(1)_____
(2)_____
(3)_____
(4)_____

7. DO YOU PREFER TAKING CLASSES:

____(1)ON THE MAIN CAMPUS
____(2)AT THE DOWNTOWN CENTER
____(3)ON TELEVISION
____(4)AT A LOCATION OFF CAMPUS (Where?)_____
____(5)Uncertain/no opinion

→ Return to Main Questionnaire, Question 8

For Office Use Only

3a ___

3b (1)___
(2)___
(3)___
(4)___
(5)___
(6)___
(7)___
(8)___

4 ___

5 ___

5a (1)___
(2)___
(3)___
(4)___
(5)___
(6)___
(7)___
(8)___

5b ___

6 ___

6a
(1)___ ___
(2)___ ___
(3)___ ___
(4)___ ___

6b ___

6c ___
(1)___ ___
(2)___ ___
(3)___ ___
(4)___ ___

7 ___

3b. IN WHAT WAYS DO YOU GET CURRENT INFORMATION ABOUT THE COLLEGE?

41
____(1)Television
____(2)Radio
____(3)Newspaper
____(4)Brochures
____(5)Class Schedules
____(6)Friends or acquaintances
____(7)Mail to your home or business
____(8)Other_____

4. WHAT DO YOU THINK IS THE BEST WAY FOR US TO LET YOU KNOW ABOUT THE CLASSES, CULTURAL PROGRAMS, SPORTS EVENTS, AND OTHER SERVICES PROVIDED BY THE COLLEGE?

____(1)Radio announcements
____(2)Television
____(3)Direct mail
____(4)Newspaper articles ____(5)Newspaper ads
____(6)Other_____

5. ARE YOU PLANNING TO TAKE ANY CLASSES IN THE NEAR FUTURE?

____(1)Yes → 5a
____(2)No
____(3)Undecided → 5b

5a. WHERE ARE YOU PLANNING TO TAKE THEM?

____(1)BC Main Campus (2)___DTC
____(3)Other community college
____(4)Cal State Bakersfield
____(5)Univ. or 4-yr. college out of town
____(6)Private vocational school
____(7)Other_____
____(8)Don't know/not sure

5b. IS THERE ANY PARTICULAR REASON WHY YOU WOULDN'T TAKE A CLASS?

____No
____Yes_____

Branching #3
(Never attended)

6. WOULD YOU SAY THAT YOUR MAIN PURPOSE FOR TAKING A CLASS IS FOR:

____(1)PERSONAL ENJOYMENT (Move to 6a)
____(2)OCCUPATIONAL TRAINING (Move to 6b)
____(3)WORK TOWARD A DEGREE (Move to 6c)

6a. (Personal Enjoyment) IN WHAT SUBJECT AREAS?

(1)_____
(2)_____
(3)_____
(4)_____

6b. (Occupational Training) WHICH TYPE OF JOB TRAINING WOULD BE MOST HELPFUL?

____(1)LEARNING NEW SKILLS FOR A NEW JOB
____(2)GETTING ADDITIONAL TRAINING TO MOVE UP ON YOUR PRESENT JOB
____(3)REVIEWING SKILLS THAT YOU LEARNED EARLIER. (IN WHAT OCCUPATIONAL AREA?)_____

6c. (Work toward a degree) WHAT DEGREE? AA___(1)
IN WHAT SUBJECT AREAS? BA___(2)
(1)_____ Higher ___(3)
(2)_____
(3)_____
(4)_____

7. WOULD YOU PREFER TAKING CLASSES:

____(1)ON THE MAIN CAMPUS
____(2)AT THE DOWNTOWN CENTER
____(3)ON TELEVISION
____(4)AT A LOCATION OFF CAMPUS (Where?)_____
____(5)Uncertain/no opinion

Return to Main Questionnaire
Question 8

FOR OFFICE Use Only

3b (1)___
(2)___
(3)___
(4)___
(5)___
(6)___
(7)___
(8)___

4 ____

5 ____

5a (1)___
(2)___
(3)___
(4)___
(5)___
(6)___
(7)___
(8)___

5b ____

6 ____

6a
(1)___ ___
(2)___ ___
(3)___ ___
(4)___ ___

6b ____

6c ____
(1)___ ___
(2)___ ___
(3)___ ___
(4)___ ___

7 ____

3. BAKERSFIELD COLLEGE IS A TWO-YEAR COLLEGE WITH ABOUT 12,000 STUDENTS OFFERING A COMPLETE PROGRAM OF TRANSFER COURSES, VOCATIONAL EDUCATION, AND COMMUNITY SERVICE COURSES. WE HAVE A FULL RANGE OF DAY AND NIGHT CLASSES, AND FEES ARE VERY LOW. DO YOU THINK THE STATE OF CALIFORNIA SHOULD CONTINUE TO SUPPORT LOW COST COMMUNITY COLLEGES?

42

____(1)No -- AND THE REASON IS:_____
____(2)Yes

4. WHAT DO YOU THINK IS THE BEST WAY FOR US TO LET YOU KNOW ABOUT THE CLASSES, CULTURAL PROGRAMS, SPORTS EVENTS, AND OTHER SERVICES PROVIDED BY OUR COLLEGE?

____(1)Radio announcements
____(2)Television
____(3)Direct Mail
____(4)Newspaper articles ____(5)Newspaper ads
____(6)Other_____

5. HAVE YOU EVER THOUGHT ABOUT TAKING A CLASS?

____(1)Yes → 6
____(2)Undecided/not sure → 5a
____(3)Not interested (firm no) → 5a

5a. WOULD YOU LIKE US TO SEND YOU SOME INFORMATION ABOUT THE PROGRAMS AND SERVICES OFFERED BY OUR COLLEGE?

____(1)No
____(2)Yes (complete referral card) → 6

5b. IS THERE ANY PARTICULAR REASON WHY YOU WOULDN'T TAKE A CLASS?

____(1)No
____(2)Yes_____

6. IF YOU DID DECIDE TO TAKE A CLASS, WOULD YOUR MAIN PURPOSE BE FOR:

____(1)PERSONAL ENJOYMENT
____(2)OCCUPATIONAL TRAINING
____(3)WORK TOWARD A DEGREE
____(4)OTHER_____

7. WOULD YOU PREFER TAKING CLASSES:

____(1)ON THE MAIN CAMPUS
____(2)AT THE DOWNTOWN CENTER
____(3)ON TELEVISION
____(4)AT A LOCATION OFF CAMPUS (WHERE?)_____
____(5)Uncertain/no opinion

Return to Main Questionnaire, Question 8a

Branching #4 (has not heard of college)

For Office Use Only

3 ___
4 ___
5 ___
5a (1)___ (2)___ (3)___ (4)___ (5)___ (6)___ (7)___ (8)___
5b ___
6 ___
7 ___

UNIVERSITY OF CALIFORNIA
ERIC® CLEARINGHOUSE FOR JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

JUN 25 1982